

# Two Rivers Church of England Primary School Pupil Premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium for the 2023 to 2024 academic year) to help improve the attainment of our pupil premium pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
Number of pupils in school	160
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	31.12.2024
Date on which it will be reviewed	31.12.2025
Statement authorised by	M Filer
Pupil premium lead	M Filer
Governor / Trustee lead	C Formby

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,520.00
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£30,520.00

## Part A: Pupil premium strategy plan

### Statement of intent

At Two Rivers our aim is that children in receipt of the pupil premium grant achieve the same social, emotional and academic success as those children who do not. We want all children at our school to be successful contributors to the wider world and have the skills and knowledge to do this. We recognise that children's language skills and communication – both written and verbal, contribute enormously to this goal and this goes hand in hand with excellent and consistent school attendance in order to get the best out of learning.

High-quality teaching is at the heart of our approach, with a focus on areas in which PPG pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-Pupil Premium pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-Pupil Premium pupils' attainment will be sustained and improved alongside progress for their Pupil Premium peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure pupil premium pupils are challenged by the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for pupil premium pupils' outcomes and raise expectations of what they can achieve.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1. Attendance (Behaviour and attitudes to learning)	Attendance (Behaviour and attitudes to learning) Our attendance data at the start of this strategy indicates that attendance among pupil premium pupils is lower than for non-pupil premium pupils. A greater proportion of our persistently absent/late children were pupil premium pupils compared to their non-PP peers. Our assessments and observations indicate that absenteeism is negatively impacting pupil premium pupils' progress.
2. Gaps in Learning	Gaps in learning - can result in pupils not meeting age related expectations in reading, writing and mathematics Internal assessments indicate that mathematics, reading and writing attainment among pupil premium pupils is significantly below that of non-pupil premium pupils. On entry to Reception class in the 3 years preceding this strategy, up to 100% of our pupil premium pupils have arrived at school assessed as attaining below age-related expectations compared to 0-17% of other pupils.
3. Emotional regulation	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to previous trauma, and a lack of enrichment opportunities. These challenges particularly affect pupil premium pupils, including their attainment. Teacher referrals for support remain relatively high. The proportion of pupils who require additional support with social and emotional needs is greater among the PPG cohort when compared with others, and a greater proportion of the PPG cohort require small group interventions.
4. Language skills	Language enrichment and development –Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many Pupil Premium pupils.

## Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. For all pupil premium pupils in school to make or exceed nationally expected progress rates.	All pupil premium pupils make good or better progress from their starting points in reading, writing and mathematics.
2. To narrow the attainment gap between pupil premium and non- pupil premium pupils.	Pupil premium pupils obtain the expected attainment outcomes against their peers nationally, based on end of EYFS outcomes.
3. To bring attendance of pupil premium pupils at least in line with those nationally	Attendance of pupil premium children in line with non-pupil premium children and higher than national average.
4. To achieve and sustain improved social and emotional wellbeing of pupils to ensure they are ready to learn	<p>To deliver a programme to identify vulnerable pupils who require social and emotional intervention (Thrive) Improve levels of social and emotional wellbeing for pupils demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• thrive assessment data</li> <li>• significant increase in participation in enrichment activities, particularly among pupil premium pupils</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching

Budgeted cost: £ 11786.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Deliver Quality First Teaching for all.</b></p> <ul style="list-style-type: none"> <li>• CPD (incl overtime/cover to attend)</li> <li>• Educational supplies and subscriptions</li> </ul>	<p>The EEF guide to Pupil Premium identifies that teaching as a top priority with a focus of the delivery of High Quality First teaching including CPD opportunities. The EEF toolkit suggests that mastery learning, collaborative learning, peer tutoring, small group work and feedback have a significant impact upon learning. Our teaching framework will prioritise these areas. We have identified CPD needs for teaching and support staff in phonics, maths and subject knowledge for the wider curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	<p>2 and 4</p>
<p><b>Deliver high quality teaching and learning of reading</b></p> <ul style="list-style-type: none"> <li>• Daily high quality phonics teaching via the Read, Write Inc program</li> <li>• Daily, high quality guided reading sessions, including VIPERS (vocabulary, inference, prediction, explain, retrieve, summarise) comprehension questioning.</li> <li>• Reading fluency checks.</li> <li>• Promote love of reading among all PP pupils.</li> </ul>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for pupil premium pupils:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>The EEF toolkit also suggests that focus on reading comprehension strategies has a high impact on pupil attainment and progress. Reading is at the heart of our curriculum and PP pupils not reading at ARE will be prioritised.</p>	<p>2 and 4</p>
<p><b>Increase access to high-quality oracy education, a sustained program of staff CPD and a whole school curriculum integration project.</b></p> <ul style="list-style-type: none"> <li>• Voice 21 membership</li> <li>• CPD for all staff</li> <li>• Resources</li> </ul>	<p>There is evidence to suggest that pupils from lower socio-economic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://www.teachneli.org/what-is-neli/">https://www.teachneli.org/what-is-neli/</a></p>	<p>2 and 4</p>

## Targeted academic support

Budgeted cost: £8742.88

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Small group and 1:1 support and catch up interventions with TAs and HLTAs every day</b>	1:1 and small group intervention is shown to have a significant impact on progress and attainment by EEF. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	2 and 4
<b>Small group 1:1 or 1:2 RWI tutoring, to maintain progress with their peers</b>	Some pupils in this cohort require RWI 1:1 or 1:2 tutoring to maintain the same progress as their peers. This will allow them to achieve the Reading and Writing expectations for their year group. Evidence can be found here:  <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Read-Write-Inc-andFresh-Start-Final.pdf?v=1671186918">https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Read-Write-Inc-andFresh-Start-Final.pdf?v=1671186918</a>  Greater impact was shown for pupil premium children than their non-pupil premium peers.	2 and 4
<b>Daily Maths Intervention led by TA/HLTAs</b>	1:1 and small group intervention is shown to have a significant impact on progress and attainment by EEF. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	2

## Wider strategies

Budgeted cost: £10,118.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Deliver Thrive approach to SEMH and pastoral care for all PPG pupils</b></p> <ul style="list-style-type: none"> <li>• Pastoral team to deliver tailored support to PPG pupils</li> <li>• Membership and training costs</li> <li>• Resources</li> </ul>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL (Social, emotional and learning) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment</p> <p>Social and emotional learning   EEF (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>1 and 3</p>
<p><b>Targeted extra-curricular support</b></p> <ul style="list-style-type: none"> <li>• To fund and provide opportunities for a range of educational visits, trips, clubs and music lessons for pupils to develop their world experiences further</li> <li>•</li> </ul>	<p>Students have the opportunity to attend a variety of extracurricular clubs run by teachers. Support to access trips and wider curriculum experiences is offered. Opportunity to access a wide variety of activities that are in addition to the national curriculum has a positive impact on character building and self-esteem. Raising aspirations of children from low socio-economic backgrounds.</p>	<p>1 and 3</p>
<p><b>Nurture Group play therapy</b></p> <ul style="list-style-type: none"> <li>• Nurture support for PPG pupils at lunchtime and other times to support emotional regulation and build life skills</li> </ul>	<p>Evidence suggests that pupil premium children struggle with processing emotions. Through accessing the nurture group, our pupil premium children are given an outlet to play and express their emotions.</p>	<p>1, 3 and 4</p>

<p><b>Monitor attendance:</b></p> <ul style="list-style-type: none"> <li>• Support all families to improve the punctuality and attendance of pupils, particularly those from vulnerable groups.</li> <li>• Tracking of attendance data to ensure early identification of any issues.</li> <li>• Parents automatically contacted for pupils who have not attended school (persistent absentees recorded on SIMs).</li> <li>• Use of CPOMS to monitor target families.</li> <li>• Regular meetings with the Attendance Lead and Attendance Assistant</li> </ul>	<p>Persistent absence is an immediate issue facing schools across the country. According to available data at the start of this strategy period, almost one in four pupils missed more than 10 per cent of sessions in the autumn term, and 1.4 per cent of pupils missed at least 50 per cent of sessions.</p> <p>We know these pupils are disproportionately more like to come from socio-economically disadvantaged backgrounds. So tackling persistent absence is an important part of improving education outcomes for this group.</p>	<p>1</p>
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**Total budgeted cost (some values are estimates): £30,447.36**



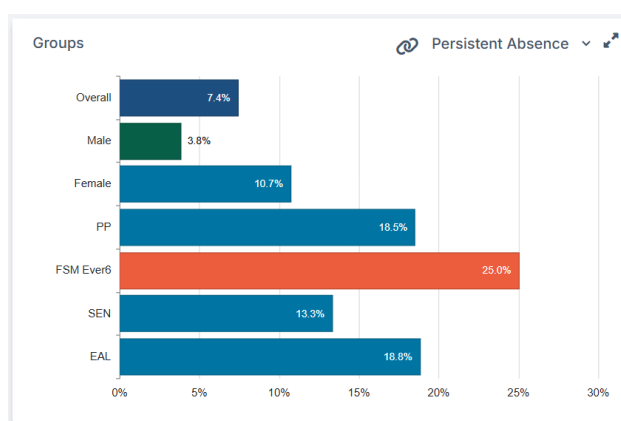
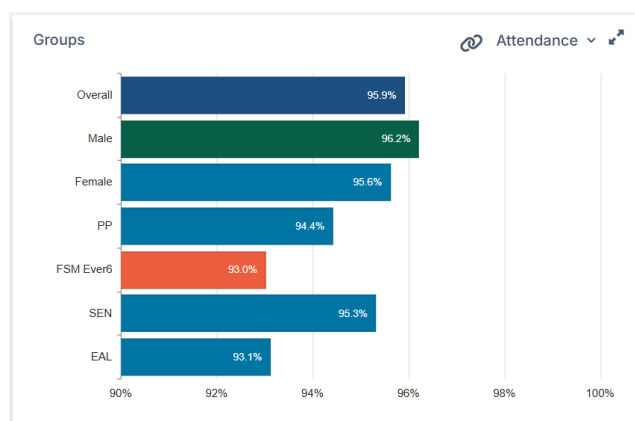
## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

End of EYFS Attainment	GLD	
7 PP Pupils	PP	Non-PP
% at expected standard or higher	100%	79%

Phonics
67% PP pupils passed Y1 phonics screener. 100% non-pp pupils passed Y1 phonics screener.
100% of Y2 PP pupils passed the phonics screener resit.

End of KS1 Attainment	Reading		Writing		Maths	
5 PP Pupils	PP	Non-PP	PP	Non-PP	PP	Non-PP
% at expected standard or higher	100%	82%	100%	75%	100%	82%



### Service pupil premium funding

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
Service pupil premium children were included in teaching and learning programs and in daily extra-curricular activities at lunchtimes.
<b>The impact of that spending on service pupil premium eligible pupils</b>
All service pupil premium eligible pupils achieved GLD at EYFS All service pupil premium eligible pupils passed the phonics screening assessment. All service pupil premium eligible pupils achieved the expected standards in Reading, Writing and Maths at the end of KS1